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ABSTRACT

This booklet is one of eight developed both as resource guides to assist Wisconsin public schools in offering qualtiy reading instruction and as models for improvement where there is a need for change. This fifth booklet suggests a model to use in planning a local Right to Read program that includes the following steps: commitment to begin systematic planning; goal development; assessment of needs and resources; problem analysis; generation of alternatives; prioritizing and costing out alternatives; selection of policies/program; implementation; and evaluation of policies/program. Sample survey items are presented for assessing the needs of adults, parents, administrators, teachers, students, and the general public. Also included are suggestions for sampling procedures and techniques for conducting and analyzing surveys, a discrepancy model for determining needs, a reading program assessment scale, attitude scales, a sample cost analysis chart, formats for implementation, and a list of key evaluation questions. (AEA)

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Wisconsin
Handbook for Reading Improvement

Section E- Assessment

developed by
Wisconsin Right to Read Effort

Wisconsin Department of Public Instruction
Barbara Thompson, Ph.D., State Superintendent

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FOREWORD

The ability to read assumes added dimensions and relevance in a constantly changing world. There is increased national and state emphasis on improved reading instruction in public schools in response to changing needs. To equip learners to function effectively as adults in this climate of change, educators are charged with the complex task of offering instruction which will permit all learners to read to the limit of their potential.

The materials in this handbook are presented for two reasons: (1) to provide resources which will assist Wisconsin public schools to continue to offer high quality reading instruction, and (2) to provide a model for improvement where the need for change has become evident. The concepts and activities presented are representative of methods and approaches which hopefully will lead to a keener understanding and full-scale implementation of the components of an effective K-12 reading program.

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Chief, Reading Section

Wisconsin Handbook for Reading Improvement

Section A- The National, State & Local Right to Read Effort
Section B- Right to Read & the Community
Section C- Advisory Councils
Section D- Publicity & Public Relations
Section E- Assessment
Section F- Staff Roles & Responsibilities
Section G- Inservice
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SECTION E

ASSESSMENT AND PROGRAM PLANNING

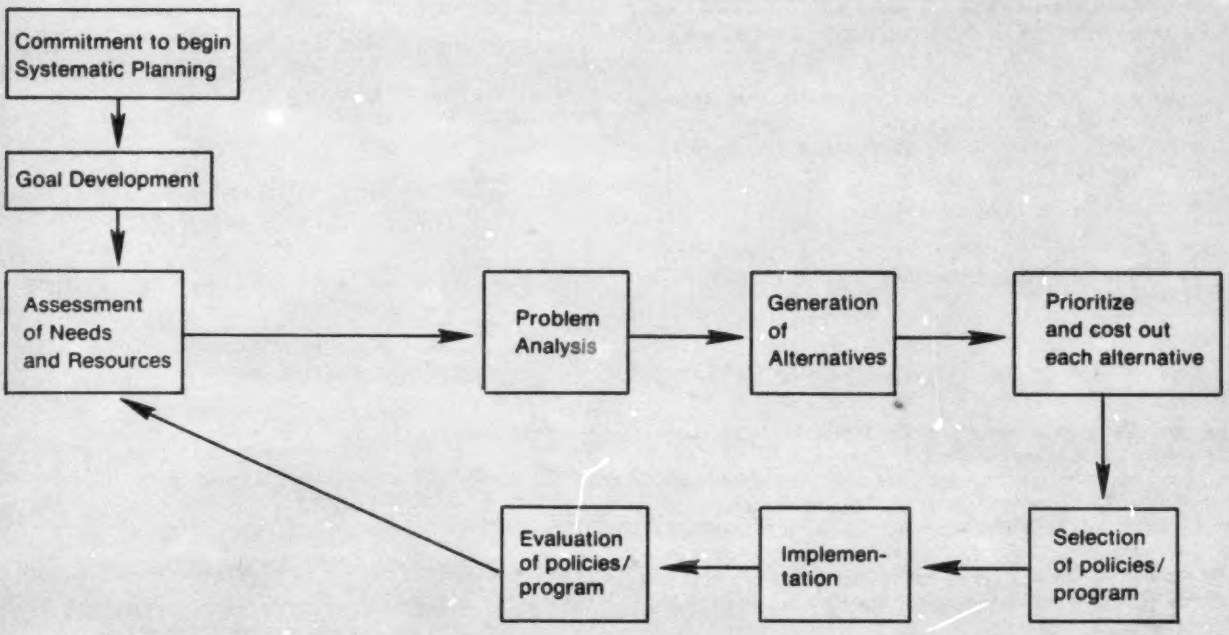
INTRODUCTION

Sometimes people are reluctant to become involved in formal planning activities. Either they do not want to spend the time necessary to plan, or they fear that they do not have the expertise to be effective planners. Each person is an experienced planner, for planning is interwoven throughout many everyday activities. Consider the steps involved in grocery shopping:

1) determine why you are going shopping—to purchase meat for a special dinner;
2) investigate what is already on hand—a pound of ground beef;
3) figure out what you do not have, but should have—appropriate meat for the dinner;
4) list the kinds of meat you could buy—rib eyes, ham, lobster, turkey;
5) evaluate the possibilities based on desire and practicality—rib eyes and lobster are too expensive and one of the guests does not like turkey;
6) select the kind of meat you wish to buy—ham;
7) go to the store and shop;
8) determine if you were successful—did you purchase what you wanted?

Although few people would actually sit down and think through each of these steps when they shop for groceries, they have utilized a planning process. In fact, each of the steps cited in our grocery shopping venture fits quite nicely into the component steps of the generic planning model that will be used as a model introduction to the planning process. The next two pages outline the generic planning model and its relationship to the grocery shopping example.

GENERIC PLANNING MODEL



STEP ONE: COMMITMENT TO BEGIN SYSTEMATIC PLANNING

The local Right to Read director and his/her Advisory Council will determine the nature of the Right to Read program in their community. Community needs and the resources to meet those needs will be identified. In a voluntary program such as Right to Read, systematic planning is absolutely necessary to ensure the most effective, efficient utilization of voluntary resources. People and institutions will donate neither their time nor their resources to a program which lacks direction and is inefficient. Systematic planning can provide the framework necessary to keep the program moving forward.

Answering important questions prior to formal planning activities helps get the planning process off to a good start. Listed below are some preplanning questions that should be answered by the local director and Advisory Council members.

Preplanning Questions

1. Are the administration and Executive Board in agreement with and committed to the planning process?
2. Is this commitment communicated to the staff and community?
3. What plans are necessary to assure complete communication among all persons involved (Administration, Staff, Students, and Community)?
4. What functions are to be performed?
5. What is the depth and scope of the undertaking?
6. Who are the participants and what are their roles (i.e. information, advice, analysis, decision, and implementation)?
7. Under what conditions will the participants work (consultant service, inservice, planning, advisory groups, committees, released time, remuneration, day or night meetings, etc.)?
8. What are their working relationships?
9. What conflicting educational values, assumptions, and vested interests do participants bring into the planning process.

STEP TWO: GOAL DEVELOPMENT

A goal is a general statement of a desired end. Deciding on a goal or goals at the initial stage of the planning process can give a sense of direction and concreteness to the newly formed local Right to Read program. The Advisory Council can generate its own goals, adopt or adapt goals from existing sources, or utilize both options. Goals from local education agencies, the state plan for adult education and the Right to Read Criteria of Excellence could be reviewed and considered.

The Advisory Council should ask such questions as:

> What broad-based impact should Right to Read have on the entire community?
>
> Over the next three to five years, what should Right to Read accomplish?
>
> In terms of literacy, what is the ideal for everyone in this community?

The Advisory Council should be committed to the goal(s) it selects. True commitment involves an understanding of the goal, a consensus that it indeed should be a goal of the Right to Read Effort and the willingness to undertake the activities necessary to accomplish it. Advisory Councils should remember, however, that goals can change.

The goal of the National Right to Read Effort is that "by 1980, 99% of the population sixteen years old, and under, and 90% of the people over sixteen will possess the reading skills and competencies required to function effectively and productively as adults in this society." This can be stated in other ways such as the elimination of illiteracy by 1980 or the availability of opportunities for everyone to learn to read to the limits of his/her potential and desire.

A local Right to Read Advisory Council could adopt a general goal such as one of these or develop a series of more specific goals such as:

> Provide learning readiness activities for preschoolers in organized programs and in the home.
>
> Prevent and remediate reading failure in the in-school population.
>
> Make opportunities for every adult in the community to learn to read as well as he/she is able to and wants to.

Advisory Councils and local Right to Read directors should retain an attitude of flexibility regarding their goals, as they undertake the third step in the planning process—assessment.

STEP THREE: ASSESSMENT THE ASSESSMENT PROCESS

Step	1	Establish Task Forces to implement needs assessment.
Step	2	Determine general types of information to be gathered and analyzed.
Step	3	Develop an assessment plan of action.
Step	4	Investigate each general type of information to determine what specific elements can or should be gathered.
Step	5	Determine what information may presently be available from an existing resource.
Step	6	Suggest alternative means of collecting data for each general type of information.

Step 7	Select from alternatives the best means of gathering information.
Step 8	Develop data gathering devices (written surveys, polls, personal contacts, meetings, etc.).
Step 9	Collect or harvest information and concerns.
Step 10	Assemble the data into compatible and usable forms.
Step 11	Review and summarize information findings.
Step 12	Note discrepancies between information findings and "ideals".
Step 13	Arrange these discrepancies (needs) in priority order.

Goals provide us with general statements of where we would like to be. The assessment process provides us with the data necessary to determine where we are in relation to those goals. Each local Right to Read effort will be asked to conduct an assessment of the literacy needs and resources of its defined community. The Advisory Council may choose to assess literacy needs and resources at the preschool, in-school or adult level, or at a combination of all three levels. No matter how broad-based the assessment will be, it is essential to have considerable coordination and advance planning. The following five steps will facilitate the assessment process.

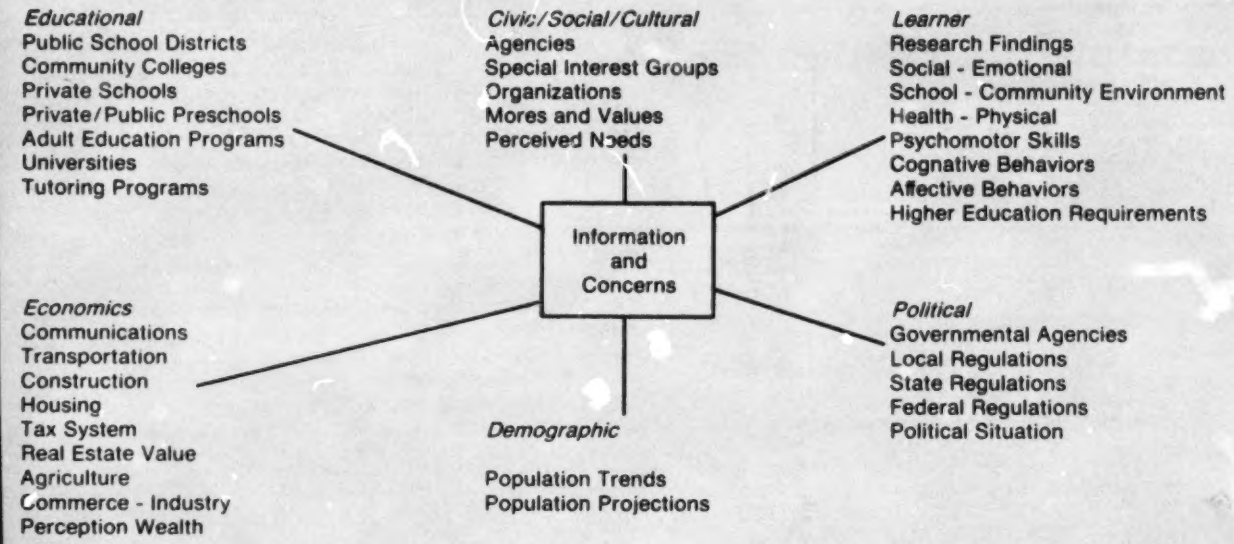
1) Determine the areas to be assessed;
   Examples: Teachers' attitudes toward reading
   Students' attitudes and achievement in reading
   Teachers' preservice and inservice training in reading
   Available adult education programs in your community
   Parental attitude toward preschool programs: pro and con
2) Define responsibilities regarding what group or committee is responsible for assessing each area. A Task Force might be established to work at each level.
3) Each group or Task Force prepares an assessment plan, including objectives and activities that need to be completed to accomplish the objective.
4) Task Force assessment plans are submitted to the Advisory Council for added input and final approval. Each plan should include an objective for reporting results to the Advisory Council.
5) Implement the assessment plans.

What Information Should be Gathered?

Decisions are best made on the basis of sufficient, comprehensive data. Collecting non-essential information can be time and resource consuming for a local Right to Read effort. Hence, local Advisory Councils should be discriminating in the kind of information to be gathered.

The following model provides a number of information sources and suggests many factors about the community, school districts and learners which might be reviewed before initiating an assessment. Each category can actually be considered both a source of information and a variable about which further information should be sought. This model may include more or fewer categories than a local Right to Read Advisory Council decides are necessary for its purpose.

Community Factors to be Assessed



Data Collection

When a decision has been made regarding the data to be collected, those working on the assessment should try to determine how much of it is already available. There may have been similar studies conducted, or public records and reports might summarize demographic and sociological data. The Task Force should use the criteria of feasibility

and efficiency when they are choosing data gathering techniques.

There are a number of methods that can be used to collect information. Listed below are the main ones:

I. Utilize existing information resources available from
   - A. Organized groups of people
     - Professional groups and councils
     - Political, social, labor and cultural organizations
     - Industrial and commercial business groups
   - B. Public records and reports
     - Government documents - i.e. census data
     - School records - i.e. standardized test scores
     - Public service or welfare agency records
     - State agency summaries or reports
     - News media records and archives
     - Immigration files

II. Obtain expert opinion through
   - A. Consultations with professionals by telephone, mail or in person
   - B. Preparation of position papers by experts
   - C. Meetings with consultants

III. Observe behavior by gathering information about
   - A. Frequency of library use
   - B. Newsstand/paperback book sales
   - C. Enrollment in adult education classes
   - D. Number of children in preschool programs
   - E. Dropout rate
   - F. Unemployment

IV. Interpret standardized test data dealing with
   - A. Attitudes and values
   - B. Aptitude
   - C. Achievement
   - D. Psychomotor skills
   - E. Health

V. Survey the community to determine
   - A. Perceived needs
   - B. Attitudes about existing educational opportunites
   - C. Willingness of people to volunteer their help
   - D. Desire for new programs or expanded opportunities

Surveying the Community

Conducting a survey can help the Advisory Council obtain an overview of literacy-related needs, resources, attitudes and values in the community. This can be done through public opinion polls, printed questionnaires and interviews. Groups to be surveyed are students, parents, teachers and administrators and other adults in the community.

Those responsible for the assessment can identify the groups to be surveyed and develop the survey instrument(s) at the same time. Keep in mind the following guidelines when survey items are being written:

Be sure that the questions do not represent an invasion of privacy.

Avoid cultural, racial or sexist bias in the questions.

Keep the survey form simple. Use short sentences, common vocabulary and an uncomplicated format.

Be sure that every question on the survey will provide data that is genuinely needed in planning local Right to Read activities. Do not include questions because the information "would be nice to know".

Do not have more than fifty questions on a survey form. Half that many is preferable.

Select the easiest, most efficient and effective method of collecting the data.

Remain constantly alert to sources where the information might already have been collected.

Sample Survey Items

On the next few pages sample survey items are given for adults, parents, administrators and teachers, students and the general public. Although these questions have not been validated, they can serve as a springboard for you to use in developing your own instrument. After you prepare your survey, it should be field-tested with a small group of people who can offer suggestions for improving it or show by their answers which questions are not valid.

The new reading law, Wisconsin Statutes, Section 118.015, requires that local districts develop a program of reading goals and conduct an assessment of existing reading needs prior to the commencement of the 1978-79 school term. The working draft of an assessment guide was developed by the Department reading staff and is intended to serve three purposes, (1) to assist local districts involved in the Right to Read Training Program, (2) as a prompter for local districts to initiate activities required to meet requirements posed by the new law, and (3) as a means of eliciting assistance in the development of a more refined needs assessment instrument(s). A copy of the *Wisconsin Self-Assessment Process for Developing K-12 Reading Programs* is available from:

Reading Section
Dept. of Public Instruction
126 Langdon St.
Madison, WI 53702

Survey Items for Adults

1. Check highest grade level completed.
   _____ 1-6
   _____ 7-12
   _____ College

2. Which of the following categories includes your present age?

_____ under 16 _____ 16-25
_____ 26-40 _____ over 40

3. What is your occupation?

4. How many years has it been since you were last enrolled in school?

5. How often do you visit your public library?
_____ Never or hardly at all
_____ Once or twice a month
_____ Once or twice a week
_____ Just about every day

6. I am satisfied with my reading skills.
_____ Yes
_____ No

7. I would like to improve my reading skills.
_____ Yes
_____ No

8. From the list below select those things with which you have had trouble in reading.
_____ Road signs
_____ Billboards
_____ Newspaper advertisements
_____ Newspaper articles
_____ Sales contracts
_____ Job applications
_____ Want ads
_____ Road maps
_____ Directions on appliances
_____ Recipes
_____ Sewing directions
_____ Other (please specify)

9. If you would like to improve your reading ability, is there anything that would prevent you from attending a reading class?
_____ Yes
_____ No

If yes, please explain_____

10. Indicate your feelings about your reading ability of the following items.

	Satisfied	Dissatisfied
Newspaper	( )	( )
Magazines	( )	( )
Paperbacks	( )	( )
Textbooks	( )	( )

11. How important is reading in your job?
_____ Not at all
_____ Some
_____ Very

12. What do you think of your reading ability in comparison to other adults in the country?
_____ I read worse than other adults
_____ I can read as well as most adults
_____ I can read better than most adults
_____ I don't know

13. I enjoy reading._____ Yes _____No

If no, do you think improving your reading skills would help you enjoy it more?_____

14. If a reading class for adults were offered, I would go.
_____ Yes
_____ No

15. What time of day would you select to attend the class?
_____ Morning
_____ Early Afternoon
_____ Late Afternoon
_____ Night

16. Are you satisfied with your reading ability in your job?

17. Where would you go to get help in reading?

_____ (open-ended question)

18. What magazines do you buy?

19. Do you buy books?

20. Is there one book that you have read that you really enjoy?

21. Would you rather read or be read to?

22. How much time do you spend watching TV?

weekdays _____ weekends _____

23. If you went to a reading class would you prefer working in groups or by yourself?

24. What do you want to read more than anything else in the world?

25. What do you want to read most?

26. How do you feel about reading?

27. How do you encourage reading in your home?

28. Do you like to write letters?

29. Do you have a friend who needs help in reading?
_____ Yes _____ No

30. Do you think this person would come to a reading class?

31. If you went to a reading class, where would you like to go?

a.	church	f.	own home
b.	college	g.	place of employment
c.	high school	h.	library
d.	reading center	i.	"Y"
e.	community centers	j.	other_____

32. Why do you want to improve your reading?

33. What would keep you from going to a reading class?

34. What does "reading" mean to you?

35. Check the reasons that you read books.
_____ I never read books
_____ Recommended by someone
_____ I read the first few pages and became interested
_____ Reading required for my work

_____ I enjoy reading
_____ I saw it advertised
_____ The pictures on the cover interested me
_____ The title
_____ Related to a hobby
_____ Other reason

Survey Items for Parents

Note to the parent: When you answer the questions below, think of your own children or other children who have lived with you at least two years.

1. How many of your children have attended_____?
(name of school)

2. Have any of your children ever received special help in reading at school? ("special help" might be described more fully here)
_____ Yes
_____ No
_____ I don't know

If "yes," please indicate the number of children receiving special help and the grade level or levels.

Number of Children *Grade level of levels*

3. If it were available, would you like special school help in reading for any of your children?
_____ Yes
_____ No

4. How regularly did you read to your child before he/she entered kindergarten or first grade?
_____ None
_____ Some
_____ Regularly

5. Do you help your child with homework?
_____ Yes
_____ No

6. Is the help you give necessary because your child has trouble reading?
_____ Yes
_____ No

7. How frequently does your son/daughter bring home:

	Never	Sometimes	Frequently
Textbooks	( )	( )	( )
Library books	( )	( )	( )

8. Check the reading materials found in your home:
( ) Newspapers
( ) Magazines
( ) Hardback books
( ) Paperback books
( ) Encyclopedia
( ) Dictionary

9. How often do you go to the public library?
_____ Never
_____ Sometimes
_____ Frequently

10. How often do you take your children to the public library?
_____ Never
_____ Sometimes
_____ Frequently

11. Do your children have books of their own?
_____ Yes
_____ No

12. Please put an *X* on the line which shows how much schooling you have completed.
_____ Grade school or less (grades 1-8)
_____ Some high school
_____ Graduated from high school (grades 9-12)
_____ Some college
_____ Graduated from college
_____ Post graduate work

13. How worthwhile is it to have a high school diploma?
_____ Very important
_____ Important
_____ Nice, but not necessary
_____ Unimportant

14. Do you get satisfaction from your reading (if you never get satisfaction from your reading or rarely read in your spare time, put an X in the box beside "never")?

Always	Usually	Never
Sometimes	Seldom	

15. Please rank each of the factors listed below which you feel most important in the successful fulfillment of your expectations for your child/children.
_____ Good attendance
_____ Open mind
_____ Reading ability
_____ Properly trained teachers
_____ Curiosity
_____ Proper materials

16. How can the school library be improved?

17. How can the public library facilities be improved?

18. Do you make use of the public library? How?_____
_____

19. The following items can be placed in a *LIKERT* scale.

Ex:

strongly disagree..... disagree..... strongly agree

Do you think volunteer reading tutors should work with students in or out of school?

Do you feel that older children should be allowed to help younger children in reading? with teacher direction?

Do you feel that children within the same grade should help each other?

Should students be allowed to grade their own work?

Do you feel that a certain time of the school day should be set aside for reading enjoyment?

Would you be interested in coming in to see the equipment and materials we use to teach reading?

Would you like to help in our reading program? If yes:

how much time can you give?_____

when?_____

what grade level?_____

other?_____

20. Do you find much time to read for enjoyment?

_____ Never
_____ Sometimes
_____ Usually
_____ Almost always

21. Does your son/daughter find time to read on his/her own?

_____ Never
_____ Sometimes
_____ Usually
_____ Almost always

22. Does your son/daughter share with you what he/she reads?

_____ Almost always
_____ Usually
_____ Sometimes
_____ Never

23. What guidance do you provide for your son's/daughter's reading?

Survey Items for Teachers and Administrators-Form A

1. How many students are in your building?
2. How many classroom teachers who teach reading (as part of their regular teaching load) ?
3. How many special teachers work only in reading?
4. Does your school have a written description or outline of your reading program that parents and teachers, or others can see?
5. How much time is spent on direct reading instruction at your school?

_____ Kindergarten	_____ Fourth	_____ Ninth
_____ First	_____ Fifth	_____ Tenth
_____ Second	_____ Sixth	_____ Eleventh
_____ Third	_____ Seventh	_____ Twelfth
	_____ Eighth	

6. What supportive services are available to your teachers for help with students in reading?

_____ Psychologist	_____ Reading Resource Room
_____ Social worker	
_____ Remedial Reading teacher	_____ Other (please specify)
_____ Teacher aide	_____ Reading Specialist
_____ Librarian	

7. What kinds of curriculum materials are available for your teachers and students?

_____ Basal readers
_____ Supplemental readers
_____ Library books

8. What kinds of AV equipment and materials are available to teachers and students for the reading program?

_____ 16mm projector	_____ filmstrip projectors
_____ overhead	_____ listening stations
_____ record players	
_____ cassettes and tapes	_____ other (please specify)

9. What tests (achievement, diagnostic or teacher made) do you use in conjunction with your reading program?
10. What kind of record system do you have for students' reading progress?
11. What are the reading skills and activities emphasized in:

Kindergarten -	Seventh -
First -	Eighth -
Second -	Ninth -
Third -	Tenth -
Fourth -	Eleventh -
Fifth -	Twelfth -
Sixth -	

12. What are the most prevalent causes for children not learning to read?
13. What kinds of supportive services do you need at school to help you in your reading program?
14. What kinds of inservice or professional training do you need for your reading program?
15. Are all students in your district tested for reading?
16. How many libraries are there in your district?
17. How many reading specialists are in your district?

18. Are there Reading Labs in your district?

19. What types of reading programs are offered in your school?
    - _____ remedial
    - _____ corrective
    - _____ developmental
    - _____ enrichment

20. Have you had courses in the teaching of reading?

21. Are you a member of a reading council?

22. Do your teachers receive assistance from a reading coordinator?

23. Is there a professional library in your school (in reading)?

24. School buildings differ in the extent to which their overall environment is conducive to learning. For each of the following items, indicate the manner in which the variable generally affects the learning environment in your school. Using the following scale for your responses, write the appropriate number in the line before each item:

    1 positive effect 2 neutral effect 3 negative effect

    - _____ physical facility
    - _____ teacher preparation (preservice)
    - _____ teacher attitude (motivation)
    - _____ existence of a variety of instructional materials and equipment
    - _____ media program
    - _____ cooperation and communication between faculty and administration
    - _____ working relationship among faculty members
    - _____ student motivation to attend school
    - _____ socioeconomic background of students
    - _____ student attitude
    - _____ parental attitude toward the school
    - _____ involvement of the parents in school activities
    - _____ involvement of the total community in educational programs
    - _____ use of volunteers or teacher aides to help individualize instruction
    - _____ use of facilities outside of your school building for educational programs
    - _____ opportunites for students and faculty to do independent reading during the school day
    - _____ cooperation with the public library on educational programs
    - _____ free time teachers have for preparation
    - _____ availability of a professional collection of resource materials for faculty
    - _____ inservice education program
    - _____ curriculum organization and design
    - _____ instructional strategy used by faculty
    - _____ testing of student achievement, attitude and ability; availability of that information to the faculty
    - _____ planning systematically for educational program development
    - _____ cooperation and sharing of resources between local and community college and school district
    - _____ willingness to use and awareness of out of school resources and resource people from local community
    - _____ existing inservice programs for teachers within district

25. Does your district survey teachers to see what they have a need for?

26. Are teachers in the district allowed to participate in planning their own inservicing activities?

27. Are teachers allowed the option of attending workshops or not attending?

28. Are teachers allowed the option of alternative activities for the inservice program?

29. To what extent does the inservice program provide for individual needs of the teachers?
    - _____ always
    - _____ most of the time
    - _____ to some degree
    - _____ very little
    - _____ not at all

30. In my opinion, most parents attend school programs.
    - _____ strongly agree
    - _____ agree
    - _____ no opinion
    - _____ disagree
    - _____ strongly disagree

31. In my opinion, most parents encourage children to participate in school programs.
    - _____ strongly agree
    - _____ agree
    - _____ no opinion
    - _____ disagree
    - _____ strongly disagree

32. What percentage of parents attend teacher-parent conferences?
    - _____ 0-25%
    - _____ 25-50%
    - _____ 50-75%
    - _____ over 75%

33. Many parents volunteer to help in the classroom, the office, the library or other school related activities.
    - _____ Never
    - _____ Sometimes
    - _____ Usually
    - _____ Almost always

34. The percentage of parents who volunteer to help in the classroom, the office, the library or other school-related activities is
    - _____ unsatisfactory
    - _____ below average
    - _____ average
    - _____ above average
    - _____ excellent

35. How much training in the teaching of reading does the regular classroom teacher in District #_____ have?

No. of teachers _____
_____ 0-1 Reading Courses
_____ 2-3 Reading Courses
_____ 4-5 Reading Courses
_____ More than 5 Reading Courses

36. What is the average number of years of teaching experience of faculty members in District #_____?

No. of teachers _____
_____ 0-4 years
_____ 5-8 years
_____ 9-15 years
_____ More than 15 years

37. How do students in your school District #_____ compare with National reading norms?
_____ above average
_____ average
_____ below average

38. What percentage of students read at the following levels?

percentage	level
_____	1 or 2 years below grade level
_____	at grade level
_____	1 or 2 years above grade level

39. Approximately what percentage of your students do you feel could achieve more in your classes if they could read better? _____

40. What is your estimate of the grade level at which the majority of your students read? _____

41. What is the reading level of the textbooks used in your classes? (List more than one level, if appropriate.) _____

42. How would you describe the attitudes of most of your students toward reading?

43. Would you consider teaching reading as it relates to your content area?
_____ Yes
_____ No
_____ Uncertain, I need more information.

44. Do you have access to data you need concerning your students?

45. If it were possible, would you like to have a volunteer tutor help you with your teaching?

46. The amount of money allotted for reading instruction at my school is
_____ more than adequate
_____ adequate
_____ inadequate

47. If you feel it is inadequate, where might additional funds come from? _____

48. In what ways, if any, do you think the distribution of funds for the various programs can be better balanced?

_____
_____

49. In my opinion the teaching of reading at my school is
_____ inadequate
_____ adequate
_____ very adequate

50. Are you satisfied with reading class size?

51. What do you feel is an ideal reading class size?

52. I feel that the children in my school are acquiring good life-long reading skills and habits.
_____ strongly disagree
_____ disagree somewhat
_____ agree somewhat
_____ agree
_____ strongly agree
_____ no opinion

53. I feel that the reading ability of the general population has improved in the last ten years.
_____ strongly disagree
_____ disagree somewhat
_____ agee somewhat
_____ agree
_____ strongly agree
_____ no opinion

54. What is your primary goal of reading instruction?

_____

55. I feel that we are reaching more children in reading than ever before.
_____ strongly agree
_____ agree
_____ agree somewhat
_____ disagree
_____ strongly disagree
_____ no opinion

56. Check the specific areas of reading instruction about which you currently feel a need for information.
_____ grouping students
_____ diagnosing individual instructional needs
_____ using basal materials
_____ using supplementary materials
_____ different methods for teaching reading (ITA, programmed)
_____ developing word attack skills
_____ developing comprehension skills
_____ providing for the disabled reader in the classroom
_____ differentiating instuction for different groups
_____ reading skills in the content area
_____ other (please specify) _____

Survey Items for Teachers and Administrators - Form B

I include specific provisions for this skill in my lesson plans	I do teach students	I would like to learn more about teaching students	I would be willing to share my experiences and/or training in teaching students	I test for this skill		These activities are included in my instructional program: (check one) Always (At least once daily)	Frequently (Not more than 1x daily but more than 3x weekly)	Sometimes (not more than 3x weekly but at least 1x per week)	Seldom (less than 1x per week)	Never
("Yes" or "No")										
					1. to take accurate and meaningful notes of an oral presentation					
					2. to use formal parliamentary procedure in conducting a discussion					
					3. to identify and properly use the various parts of a book					
					4. to develop within themselves a sense of enthusiasm about the material in the lesson					
					5. to recognize the effectiveness of a discussion leader					
					6. to organize data in the preparation of a research paper or project					
					7. to use the library to complete homework assignments					
					8. to present an oral summary of material read					
					9. to use reference books to support ideas					
					10. to develop self-direction in learning and view learning as a life-long process					
					11. to recognize signs of bias in an oral presentation					
					12. to read for recreational and leisure purposes					
					13. to recognize devices used in mass media					
					14. to read a selection aloud					
					15. to relate a written symbol to a verbal symbol					
					16. to participate in an interview					

I include specific provisions for this skill in my lesson plans	I do teach students	I would like to learn more about teaching students	I would be willing to share my experiences and/or training in teaching students	I test for this skill		These activities are included in my instructional program: (check one) Always	Frequently	Sometimes	Seldom	Never
	("Yes" or "No")									
					17. to use techniques of argument in written work					
					18. to restrict a topic to enable effective treatment in the time or space frame allotted					
					19. to use techniques for increasing vocabulary					
					20. to develop an appreciation for arts, crafts, music, literary and dramatic forms and their place in our historical and cultural heritage					
					21. to differentiate between fact and opinion in an oral presentation					
					22. the proper uses of the dictionary and/or other reference books					
					23. to construct a composition using paragraph organization					
					24. to determine their reading rate for a given selection					
					25. to recognize the implied meaning of connotative words					
					26. to construct paragraphs using topic sentences					
					27. to recognize the point of view of an author in a selection					
					28. to differentiate between the main idea and minor ideas in an oral presentation					
					29. to apply skills of skimming to gain information					
					30. to apply rules of syllabication in writing papers					
					31. to experience success on a daily basis					
					32. to use the telephone properly in a variety of situations					

I include specific provisions for this skill in my lesson plans	I do teach students	I would like to learn more about teaching students	I would be willing to share my experiences and/or training in teaching students	I test for this skill		These activities are included in my instructional program: (check one) Always	Frequently	Sometimes	Seldom	Never
	("Yes" or "No")									
					33. to use technical vocabulary correctly					
					34. to choose materials they can read					
					35. to prepare a written report					
					36. to locate a passage to find specific information					
					37. to recognize cause - effect relaionships					
					38. to prepare an outline from either reading or dictation					
					39. to recognize compounded and contracted word forms					
					40. to participate in problem-solving role playing situations					
					41. to use punctuation marks properly					
					42. to group objects according to similarities and/or differences					
					43. to apply skills of phonetics and structural analysis to new words					
					44. to answer specific questions about an oral presentation					
					45. to participate in a discussion group					
					46. to write sentences from dictation					
					47. to identify a proper sequence					
					48. to complete an application blank correctly					
					49. to recognize the parts of speech					
					50. to recognize the principal parts of a sentence					
					51. to use newspapers efficiently and effectively					

I include specific provisions for this skill in my lesson plans	I do teach students	I would like to learn more about teaching students	I would be willing to share my experiences and/or training in teaching students	I test for this skill		These activities are included in my instructional program: (check one) Always	Frequently	Sometimes	Seldom	Never
	("Yes" or "No")									
					52. to use a visual aid properly in an oral presentation					
					53. to identify synonyms, homonyms and antonyms and use correctly					
					54. to develop the ability to think divergently and act in an independent, self-fulfilling way and in a considerate and responsible manner toward others					
					55. to apply context clues in reading new words					
					56. to hear and repeat a rhythm					
					57. to use an introduction of a technical vocabulary prior to a reading assignment					
					58. to use multiple texts in a subject area					
					59. to follow written directions					
					60. to transform declarative sentences into interrogatory sentences					
					61. to use complete sentences					
					62. to use body movements and gestures appropriately in speaking					
					63. to determine the level of difficulty of a text					
					64. to recognize rhyming words					
					65. to plan an oral presentation					
					66. to form both upper and lower case letters properly and to write legibly					
					67. to follow oral directions					
					68. to read new words by applying spelling patterns					

To complete this survey, please answer the following questions. Thank you.

a. Grade level (check one): Primary _____ Intermediate _____ Middle Shool _____ High School _____
Department or Specialty _____

b. I would be willing to take a course covering the teaching of reading in a content area - Yes _____ No _____

c. I need the credit for taking this type of course - for inservice _____ or college credit _____

Survey Items for Secondary School Students

1. I can remember my parents telling or reading stories to me when I was much younger.
   _____ I strongly agree.
   _____ I agree
   _____ I am not certain.
   _____ I disagree.
   _____ I strongly disagree.

2. When I was younger, my parents often wanted me to read aloud to them.
   _____ I strongly agree.
   _____ I agree.
   _____ I am not certain.
   _____ I disagree.
   _____ I strongly disagree.

3. Place an *X* on the line before each of the following types of reading materials that are in your home.
   _____ Hard cover books
   _____ Encyclopedias
   _____ Newspaper
   _____ Magazines
   _____ Soft cover books

4. How often does your family read newspapers or magazines?
   _____ Almost always
   _____ Often
   _____ Sometimes
   _____ Seldom
   _____ Almost never

5. How often do you use materials from your school library?
   _____ Never or hardly at all
   _____ Once or twice a month
   _____ Once or twice a week
   _____ Just about every day

6. How often do you use materials from the public library?
   _____ Never or hardly at all
   _____ Once or twice a month
   _____ Once or twice a week
   _____ Just about every day

7. To what extent do you think that reading skills will be used in the kind of job you want in the future.
   _____ None
   _____ Minimum amount
   _____ Average amount
   _____ Above average amount
   _____ Extensively

8. What do you think of reading ability?
   _____ I read worse than most students I know in my grade.
   _____ I can read as well as most students I know in my grade.
   _____ I can read better than most students I know in my grade.
   _____ I don't know.

9. Check the following school activities in which you have participated, are participating or plan to participate.
   _____ Athletic teams
   _____ Student government
   _____ School subject matter clubs
   _____ 4-H
   _____ Drama or music groups
   _____ Hobby clubs
   _____ Newspaper or yearbook
   _____ Other (please specify) _____

10. Approximately how much time did you spend yesterday for each of the following activities?

	0- (no-time)	½ hr.	1 hr.	2 hrs.	3 hrs.	4 hrs.	5 hrs. & more
Listening to the radio	( )	( )	( )	( )	( )	( )	( )
Watching television	( )	( )	( )	( )	( )	( )	( )
Talking to your parents	( )	( )	( )	( )	( )	( )	( )
Reading local newspaper	( )	( )	( )	( )	( )	( )	( )
Talking to your friends	( )	( )	( )	( )	( )	( )	( )
Talking to your teachers	( )	( )	( )	( )	( )	( )	( )
Reading your school books	( )	( )	( )	( )	( )	( )	( )
Listening to records or tapes	( )	( )	( )	( )	( )	( )	( )
Reading your high school paper	( )	( )	( )	( )	( )	( )	( )
Reading Underground papers	( )	( )	( )	( )	( )	( )	( )
Other (please specify)	( )	( )	( )	( )	( )	( )	( )

_____

_____

11. Rank the following reading materials in order of personal reading preference using 1, 2, and 3, etc., for first, second and third best liked.
    _____ Newspapers
    _____ Magazines
    _____ Comic books
    _____ Textbooks
    _____ Reference books
    _____ Science fiction books or stories
    _____ Sports books
    _____ Biographies
    _____ Poetry
    _____ Romantic novels or stories

12. I read mostly for:
    _____ Information
    _____ Pleasure
    _____ Necessity

13. The purpose of the following items is to find out what you think of reading compared to the rest of the subjects you have ever studied in school. Read the statement below. Then for each item, look at the two words at the opposite ends of the row of blanks. Place an *X* in the line that is closest to the way you feel.

    Compared to the rest of the subjects I have ever studied in school, I generally feel reading is:

easy	_ _ _ _ _ _	difficult
dull	_ _ _ _ _ _	exciting
enjoyable	_ _ _ _ _ _	unenjoyable
useful	_ _ _ _ _ _	useless
good	_ _ _ _ _ _	bad
clear	_ _ _ _ _ _	fuzzy
unimportant	_ _ _ _ _ _	important
unenjoyable	_ _ _ _ _ _	fun
simple	_ _ _ _ _ _	complicated
boyish	_ _ _ _ _ _	girlish
necessary	_ _ _ _ _ _	unnecessary

14. In what way(s) could your teachers help make the time you spend in school more meaningful?

15. What educational needs do you feel are not being met adequately in the present school structure?

16. In what single way would you change the high school library?

17. Does the high school library offer opportunities to the independent learner?

Very Many				Very Few
5	4	3	2	1

18. How much freedom does the "open campus" allow the average student?

Too Much				Too Little
5	4	3	2	1

19. How well are reading skills taught in your high school English class?

Very Adequately				Very Inadequately
5	4	3	2	1

20. How much do teachers other than your English teacher try to help you improve your reading skills?

Not at all				Very much
5	4	3	2	1

21. My future plans include:
    _____ Vocational School (Business schools, Trade schools, apprenticeship, etc.)
    _____ College
    _____ Immediate employment without further schooling
    _____ Undecided

Questionnaire on Voluntary Reading

Directions: The purpose of this questionnaire is to determine how you feel about reading in your free time. There are no right or wrong answers. Therefore, I would appreciate it if you could answer the questions as honestly as possible. Your answer will not affect your grades. There are three ways to mark the answer sheet.

Y means that your answer to the question is *Yes.*
U means that your answer to the question is *Uncertain.*
N Means that your answer to the question is *No.*

1.	Do you ever read books apart from required reading in class?	Y	U	N
2.	Do you have a public library card?	Y	U	N
3.	When you have extra time in class, do you often read a library book?	Y	U	N
4.	In order to learn more about a subject, would you rather read more about the subject than view a filmstrip?	Y	U	N
5.	Have you voluntarily read biographies of famous people studied in history classes?	Y	U	N
6.	Are you familiar with reasearch reading material in the library?	Y	U	N
7.	Do you read the book review section of magazines and newspapers?	Y	U	N
8.	Do you enjoy browsing in book stores?	Y	U	N
9.	Would you rather receive a book than a record album as a gift?	Y	U	N
10.	Are there books that belong to you personally?	Y	U	N
11.	Do you read the newspaper regularly?	Y	U	N
12.	Do you subscribe to any magazines?	Y	U	N
13.	Do you know what book is at the top of the best-seller list?	Y	U	N

14.	Would you look up information about an author of a book you admired?	Y	U	N
15.	Do you enjoy reading books on a variety of themes?	Y	U	N
16.	Do you enjoy listening to other people read orally?	Y	U	N
17.	Do you enjoy reading novels of movies you have enjoyed?	Y	U	N
18.	Do you enjoy attending plays?	Y	U	N
19.	Have you ever strongly identified with a character or characters in a book you have read?	Y	U	N
20.	Do you enjoy discussing with other people how your opinion of a book changed?	Y	U	N
21.	Have you ever recommended a book to a friend?	Y	U	N
22.	Have you ever reread a favorite book?	Y	U	N
23.	Do you enjoy rereading favorite books which you read as a child?	Y	U	N
24.	Do you find rest and relaxation in pleasure reading?	Y	U	N
25.	Do you ever emotionally respond to a story by laughing, being scared, etc.?	Y	U	N
26.	Do you feel you learn something about life from reading?	Y	U	N
27.	Are you ever conscious of an author's style of writing?	Y	U	N
28.	Do you look up unfamiliar words in a dictionary when you come across them in a book?	Y	U	N
29.	Are you ever disappointed when you finish a book you have enjoyed reading?	Y	U	N
30.	Do you enjoy following a good plot?	Y	U	N
31.	Do you enjoy the suspense of waiting to see how a story ends?	Y	U	N
32.	Do you ever recognize qualities in people you know when you read about characters in a book?	Y	U	N
33.	Do you ever get so involved in a book that you are unaware of your surroundings?	Y	U	N
34.	Do you appreciate the physical appearance of a book such as its cover, binding, quality of paper and print?	Y	U	N
35.	Would you like to have a library in your home?	Y	U	N
36.	Once you have begun a book, do you often finish within a few days?	Y	U	N
37.	As a result of non-fiction reading, do you ever become aware of "social" problems you did not realize before?	Y	U	N
38.	Do you ever read a critique of a book before you read the book?	Y	U	N
39.	Do you ever compare the ideas read in one book with ideas in another book?	Y	U	N
40.	Do you feel you gain insight from books in understanding why people act as they do?	Y	U	N
41.	Do you ever express a negative opinion of a book from the standpoint of plot, character development, etc.?	Y	U	N
42.	Have any of the books you have read significantly influence your life in any way?	Y	U	N
43.	If you wanted to learn more about a subject would you rather read a book than ask someone?	Y	U	N
44.	Do you find reading for pleasure a waste of time?	Y	U	N
45.	Do you find reading dull?	Y	U	N
46.	Are you influenced by how many pages a book has before you read it?	Y	U	N
47.	Would you rather read a book than watch a television show concerning the same subject?	Y	U	N

Sampling Procedures

The assessment Task Force must also decide on the number of persons who should be asked to respond to the survey instrument. Even if it were possible, it is not necessary to obtain responses from every eligible person in the groups to be surveyed. A sample of persons within each group can be selected. This does not mean that the instrument should be given only to a group of citizens who serve on an Advisory Council or to a group of business leaders who meet regularly for a noon luncheon. While input from such groups might be desirable, perceptions of educational needs held by these groups would not necessarily be representative of community members in general. The sampling strategy should be to randomly select individuals to be surveyed. This should assure a representative group.

Various techniques are available for selecting a sample of people. For example, suppose that in a district with 10,000 high school students there are 400 homerooms. A sample of approximately 500 students could be drawn by randomly selecting twenty homerooms and including every student in these homerooms in the sample. This method of selecting students by first selecting homerooms should not

be used unless students are somewhat randomly assigned to homerooms.

The basic instructions given above would also apply to the sampling strategy used in selecting parents. Names of parents could be selected randomly from school records. In districts with large enrollments, parents of students in homerooms which were surveyed could be selected to respond to the questionnaire.

There are other sampling strategies which could be used as alternatives to random sampling, but the methods discussed above are relatively easy to use and should result in a representative sample.

Selecting a sample of community members who do not have students in school will be difficult because it will not be easy to obtain a list of names. In small districts, a list of names could be obtained by comparing lists of names on property tax rolls with names of parents having children in school. A random sample could then be drawn from the persons on the tax rolls who were not identified as having children in school. An alternative to this procedure would be to have each parent who responds to the survey instrument provide the name and address of a neighbor who does not have a child in school. The persons identified in this manner could be asked to respond to the survey instrument.

With the exception of large districts, it would not be necessary to draw a sample of individuals from teachers, administrators and board members. In most districts with total student enrollment under 20,000, each teacher and each administrator who's working on the assessment (elementary, junior high, or high school) can respond to the survey instrument. In larger districts, a sample of from 300 to 500 teachers could be drawn. It should be possible, however, to have all administrators and all board members complete the instrument.

Conducting the Survey

The survey can be conducted in a number of ways once the sampling has been completed. Students, teachers, and administrators can complete the instrument during school time. This holds down the costs of the survey and should ensure a sizeable rate of response. The instrument could be mailed, with a return envelope enclosed, to parents having children in school, or it could be sent home with the students.

While both of these methods are acceptable and inexpensive, the return rate may not be very high. An alternative approach which should ensure a higher rate of return is to have the instruments delivered personally to each respondent and collected later at a specified time. This is also a good method to use in distributing instruments to community members who do not have children in school. The distribution and collection of the instruments could be performed by high school students, PTA members or other civic and social groups.

A brief letter of explanation should accompany each instrument. The letter should explain the purpose of the survey, the level (preschool, elementary, secondary, adult, etc.) at which the responses should be directed, and the method by which respondents were selected. This letter should be sent under the name of the highest possible administrative officer to give credibility to the survey. If the instruments are mailed to various persons, a return date and a return address should be stated on the instrument itself or on the accompanying letter.

Analyzing Survey Responses

The instruments should be sorted by group (parent, student, general public) as they are received. Once all of the surveys have been completed, the analysis of the responses can begin. This involves compiling the survey results for each group of respondents.

Below is an example of how a tabulation might look:

Question: Do you have a public library card?

	Yes	Uncertain	No
Students 4-6	41	22	37
Students 7-12	60	13	27
Parents	42	3	55
General Public	36	10	54

Question: Do you subscribe to any magazines?

	Yes	Uncertain	No
Students 4-6	7	8	85
Students 7-12	39	5	56
Parents	81		19
General Public	74	2	24

Those working on the surveys can then summarize and interpret the results. Conclusions drawn from the analysis might help set priorities on local Right to Read activities.

Checklist - Surveying the Community

What information is essential to help make program decisions for Right to Read?

Where might this data already exist?

How can it be obtained?

Are the directions for completing the survey instrument clear?

Are there questions which the respondents may not be able to answer?

Are there questions which might be offensive to some people because of emotion - arousing terms ("protest meetings" and "unwed mothers"), racial, sexual and cultural bias, words in poor taste and requests to betray a confidence?

Is invasion of privacy inherent in some of the questions, such as requesting information about family finances, parent-child relationships, evaluation of someone in comparison to others?

Can the respondent accurately express his/her opinions, needs and feelings through the survey instrument?

Has the survey instrument been field-tested?

What is the most efficient way of conducting the survey?

How many volunteer workers do you need?

Can the mass media help in any way?

How will the responses be tabulated and interpreted?

Determining Needs

The end product of the assessment process should be the determination of existing community needs. Needs indicate the discrepancy between current status and desired status. Needs are the gaps between what is and what ought to be. A sample discrepancy model follows to help outline the needs revealed by an assessment.

Discrepancy Model

Ideals	Current Status	Needs
1. Adequate numbers of Adult Education Classes should be available to service the illiterate adult population.	1. Census figures reveal that an estimated 1,000 adults in our county have not finished 8th grade. 2. No adult education classes are available.	1. Provide opportunities for adults to increase literacy skills.
1. Preschool children should be screened prior to entry into kindergarten to measure readiness skills.	1. A small screening program was begun by interested staff at Wilson School only. 2. Parents indicate such a program should be voluntary only, not mandatory.	1. Expand screening program throughout district. 2. Maintain programs 3. Establish a parental education program.
1. Each child should read at his/her expectancy level.	1. 50% of the student body is reading two or more years below expectancy level.	1. Upgrade the reading skills of students.

On the next page is a blank form to help you determine the discrepancy between what literacy opportunities are available and what should be available.

Discrepancy Model

Ideals	Current Status	Needs

Prioritizing Needs

When a Task Force has completed its identification of needs in the area it was charged to assess, it should prioritize those needs. This facilitates the rest of the planning process.

The criteria used in determining priority ranking include

1) extent of discrepancy between ideal and status quo;
2) accuracy of data on which the determination of the need has been based;
3) cost/effectiveness involved in meeting the need;
4) effect which satisfying this need will have on meeting other needs listed;
5) criticality of need;
6) feasibility of satisfying need.

Following is a sample Priority Needs Ranking Chart for your use.

Priority Needs Ranking

(1) Low, to limited degree, slight

(2)

(3)

(4) High, to a great extent, much

NEED: Establish programs to teach adults to read

(A) What is the *extent of gap* between the facts (what is) and the ideals (what ought to be) ?

(B) How *accurate* (consistent with facts) is the data on which the determination of this need is based?

(C) What degree of effectiveness for dollars spent is likely if this need is satisfied? *Cost/Effectiveness*

(D) To what extent would the satisfying of this need aid the *satisfying of other needs* on the list?

(E) In comparison to the other needs, what is the degree of *criticality* of this need?

(F) Considering time, cost, and other constraints, how *feasible* is satisfaction of this need?

To assist you in completing your needs assessment, instruments addressing the following topics have been included:

Reading Program Assessment Scale

Student Reading Attitude Survey

Assessment Chart - Adult Literacy

Community Resources Assessment Charts

(Emphasis Adult Literacy)

Reading Program Assesement Scale

I. Planning and Management

A. The program was derived from data on:

1. Deficits in pupil's performances
2. A variety of instructional approaches and instructional techniques
3. The way pupils were grouped
4. The instructional materials
5. The support personnel
6. The physical facilities
7. Pupil's dislike toward reading
8. The existing diagnostic-prescriptive procedures
9. The extent of community involvement
10. An information control and communications component was provided and kept up-to-date for the program (e.g., the Status and Reporting Center Kit was displayed throughout the school year).

B. The following people were involved in planning.

1. Classroom teachers
2. Parents and other concerned adults
3. Principal, Director, other staff members
4. School or district reading specialists
5. Central office administration

C. The management included:

1. A time-task allocation chart
2. An itemized budget analysis
3. Staff development in-service training

II. Goals and Objectives

A. A variety of interested persons had an opportunity to contribute to program goals.

1. Teachers
2. Principal/Director
3. Parents
4. The school or district reading specialist (s)

5. Pupils
6. Other staff members
7. Community members

B. A comprehensive set of goals and specific instructional objectives have been formulated.

1. Outcome statements are derived from needs assessment findings.
2. Accomplishment of performance objectives is absolutely essential to student reading score improvement.
3. Accomplishment of process objectives is absolutely essential to student reading score improvement.
4. The amount of time spent on any task in the program is directly related to the importance of its associated objectives.
5. Projected outcomes and stated objectives adequately cover the cognitive areas essential to reading improvement (e.g., word recognition, comprehension, etc.).
6. Projected outcomes and stated objectives adequately cover the affective areas essential to reading improvement (e.g., requesting additional reading materials, increased library participation decreased absenteeism, etc.).
7. Objectives are evaluated on an interim basis (e.g., checked at designated times or intervals).
8. Projected outcomes and stated objectives adequately cover the psychomotor area (e.g., manipulative and motor skills).

III. Instruction

A. The following tasks are done by the staff:

1. Screening or diagnostic survey instruments are used to locate each pupil's major strengths and weaknesses in language and reading growth.
2. Each pupil's program is designed to determine the best learning style for his difficulty, and learners are grouped differently for instruction in each skill area according to their varying levels of skill attainment and appreciation.
3. Whole class instruction is used.
4. Each pupil's attitude toward reading is gauged by observations and quizzes or assessments.
5. Assessments are made as to whether speech and reading difficulties are caused by linguistic interference from another language or dialect.

B. The staff provides instruction addressing language and reading skills in the following ways:

1. Reading comprehension/word recognition
2. Verbal expression (written/oral)

C. The staff uses a variety of reading approaches.

1. Meaning emphasis
2. Linguistics
3. Modified alphabet
4. Language experience (building language skills from pupils' everyday experience/responsive environment)
5. Programmed learning
6. Individualized reading

D. The staff utilizes different methods and techniques for teaching reading.

1. Programmed instruction is used.
2. Instructional TV/taped listen-and-look techniques are used.
3. Discussion groups, gaming/simulation are used.

IV. Staff

A. Varying types of staff are used in support of the reading program.

1. Professional classroom personnel (credentialed).
2. The classroom teacher is assisted by a team teacher or specialist.
3. The classroom teacher is assisted by a paraprofessional aide.
4. The classroom teacher is assisted by student aides or peer aides.
5. The program is assisted by central office administrative/supervisory personnel.
6. The program is assisted by special resource personnel (diagnostician, school psychologist, reading consultant, other specialists).

B. Staff and support services personnel have instructional competence.

1. They are aware of different linguistic approaches to reading.
2. They understand the development of early language and perceptual skills.
3. They understand the varied instructional techniques.
4. They understand the student with a special linguistic background.

5. They understand the range of student attitudes toward school.

6. They engage in joint educational planning to achieve performance objectives.

7. They participate in activities that are geared toward professional growth (e.g., conferences, meetings, university/college classes, etc.)

V. Staff Development

The in-service education program is broadly conceived and continuously utilized.

A. The majority of the staff participated in the development of the program.

B. Outside consultants and technical assistants were used in the development of the program.

C. The in-service program is task-and needs-oriented.

D. The majority of the staff attends the in-service program activities.

VI. Materials and Facilities

A. The educational setting is conducive to meeting stated objectives.

1. Space is available that is suitable for instructional and assessment activities by individuals, small groups, and large groups.

2. There is adequate lighting in the classroom and study areas.

3. There are safeguards for the control of noise.

4. Services are provided to remediate the physical factors that reduce the pupil's learning potential.

B. The materials of instruction are varied and appropriate to the instructional objectives of the reading program as well as to the developmental needs of the learners.

1. Developmental reading instruction materials are used (basal and multi-level series, workbooks, tests, charts).

2. Reading games, devices and programmed aids are used.

3. Free, independent recreational reading materials are used (classroom library books and periodicals, school library books, periodicals, newspapers, supplementary books, paperbacks, etc.).

4. Audio-visual instructional materials are used (films, filmstrips, TVs, tape recorders, radios).

5. Teacher-made reading instructional aids are used (charts, bulletin boards, worksheets, illustrations, reading stations, etc.).

6. The school library, classroom library, or multi-media center functions as an integral part of the reading instructional program, and services include materials for individualized, developmental, and remedial reading.

VII. Leadership Development

A. The site administrator's knowledge and skills in leadership development for reading are being enlarged.

1. Site visits are made to known exemplary programs.

2. Special training seminars or workshops are attended.

3. Personal study is made of reading programs.

4. There is attendance at state, regional, or national reading conferences.

5. Visits within the school are made during reading instruction.

B. The reading specialist's knowledge and skills in leadership development for reading are being enlarged.

1. Site visits are made to known exemplary programs.

2. Special training seminars or workshops are attended.

3. Personal study is made of reading programs.

4. College or university credits related to reading are being earned.

5. There is attendance at state, regional, or national reading conferences.

6. Visits within the school are made during reading instruction.

7. Materials designed to improve effectiveness in staff development in reading are prepared and/or demonstrated.

VIII. Community Involvement

Parents and the general community were involved with the following activities:

A. Needs assessment

B. Program planning

C. Program implementation

D. Program evaluation

E. Newsletter

F. Announcements by mass media

G. Special community meetings

H. Parent adult classroom visitations

I. Community people were recruited as tutors or volunteer aides.

J. Community people were involved in evaluation activities.

K. Tutors or volunteer aides assisted with reading instruction.

L. Training sessions were held for aides who work in the program.

M. Community people served as interpreters or liaisons to community groups.

IX. Program Evaluation

A. Evaluation of the reading program is being carried out as an ongoing function.

1. Written evaluation results are returned to teachers on a systematic basis.
2. Teachers are provided assistance in interpreting evaluation data.
3. In the evaluation, student actual outcomes were compared with intended outcomes (objectives).
4. In the evaluation, actual teacher outcomes were compared with intended outcomes (objectives).
5. The evaluation of program process objecives compared implemented processes with intended processes.
6. The evaluation assessed the degree of both process and pre-existing variables that contributed to the program outcomes.
7. Both technical and layman evaluation reports are disseminated to their prospective audiences.

B. Information used in evaluation of pupil progess or program effectiveness comes from a variety of sources and techniques.

1. Classroom records are maintained for evaluation purposes.
2. Teacher-developed tests and worksheet exercises are used.
3. Standardized reading tests are used.
4. Criterion-referenced tests are used.

C. Reading evaluation includes an assessment of the extent to which pupils use the skills they possess (e.g., reports are kept on the number and types of literature read, based on information from teacher, librarian, pupil and/or parent).

D. Teachers' competence in and attitudes toward reading instruction are assessed.

1. Measures of teacher attitudes are used.

2. Measures of teacher competence in and knowledge of the teaching or reading are used.

A Scale to Measure Attitudes Toward Reading[3]

by
Thomas H. Estes

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. Reading is for learning but not for enjoyment.					
2. Money spent on books is well-spent.					
3. There is nothing to be gained from reading books.					
4. Books are a bore.					
5. Reading is a good way to spend spare time.					
6. Sharing books in class is a waste of time.					
7. Reading turns me on.					
8. Reading is only for grade grubbers.					
9. Books aren't usually good enough to finish.					
10. Reading is rewarding to me.					
11. Reading becomes boring after about an hour.					
12. Most books are too long and dull.					
13. Free reading doesn't teach anything.					
14. There should be more time for free reading during the school day.					
15. There are many books which I hope to read.					
16. Books should not be read except for class requirements.					
17. Reading is something I can do without.					
18. A certain amount of summer vacation should be set aside for reading.					
19. Books make good presents.					
20. Reading is dull.					

[3] *Journal of Reading*, November, 1971, pp. 135-138, International Reading Association, Newark, Delaware

Estes Attitude Scale
Administration and Scoring

The following directions will be helpful to those who wish to use the scale in its present form.

1. Reproduce the scale.
2. Students should be assured that the manner in which they respond to the scale will not possibly affect their grade or standing in the course.
3. Notice that some items are positive statements and some are negative. Responses to these items will differ in value. (To "agree" to a positive statement is to reflect a positive attitude, whereas to "agree" to a negative statement is to reflect a negative attitude.) The following table should therefore be referred to in scoring.
4. With practice, the scorer can mark the negative items just prior to scoring and assign the proper value to each item at a glance.
5. The student's total score is a quantitative reflection of his/her attitude toward reading.
6. By administering the scale on a pre and post (October and May) basis, the teacher can note changes in attitude toward reading by subtracting the early score from the later one.

Items		Response Values A	B	C	D	E
The negative items	Nos. 1, 3, 4, 6, 8, 9, 11, 12, 13, 16, 17, 20	1	2	3	4	5
The positive items	Nos. 2, 5, 7, 10, 14, 15, 18, 19	1	2	3	4	5

Assessment Charts
Adult Literacy

Listed below are some of the factors in the adult population which you may want to study. Obtaining as much of this information as possible would help determine adult reading needs and the kinds of programs that should be available to meet those needs. Much of this data can be collected from existing sources.

1. Extent of illiteracy
   Number and % of adults who are functionally illiterate

   Degree of reading problems - % of adults reading below average
2. Unemployment rate - given in %
3. Social welfare rate - given in %
4. Dropout rate - given in %
5. Income level - given in % at various levels
6. Ethnic distribution
7. Availability of adult education classes in reading and enrollment in those classes
8. Degree of involvement of residents in the community who serve in a voluntary capacity.
9. Adults using the public library - given in %
10. Involvement of business and industry
11. Cooperative programs with community colleges and universities
12. Organizations that can contribute to an adult program

Worksheet
Profile of the Adult Population

1. What percentge of adults and out-of-school youths have not finished elementary or secondary school?

   Number or percent of adults who did not complete the 8th grade _____

   Number or percent of adults who did not complete the 12th grade _____

   Number or percent of out-of-school youths 16-18 years old who did not complete the 8th grade _____

   Number or percent of out-of-school youths 16-18 years old who did not complete the 12th grade _____

2. Of these people, what is the age range and sex breakdown?

	Number of percent who did not complete 8th grade		Number or percent who did not complete 12th grade	
Age	Male	Female	Male	Female
16-20				
21-35				
36-55				
55 and over				
Total				

3. What is the ethnic distribution by age and sex in the adult population? By number or percent.

	Anglo		Black		Native American		Oriental		Spanish Speaking		Other	
Age	M	F	M	F	M	F	M	F	M	F	M	F
16-20												
21-35												
36-55												
55 and over												
Total												

4. What are the estimated income levels of adults to be served? By number or percent.

Income	Number or Percent
Below $3,600	
$3,600 - $6,999	
$7,000 - $9,999	
$10,000 - $14,999	
$15,000 - $20,000	
Over $20,000	

5. What kinds of jobs do the adults to be served have? By number or percent.

Occupation	Number or Percent
Professional	
Technical Workers	
Officials	
Managers	
Sales Workers	
Clerical Workers	
Craft Workers	
Operatives	
Laborers	

Worksheet
Community Resources for Adults

List all of the available human, material and financial resources that could be tapped to help provide adult reading programs. These resources could come from educational institutions, public, social and welfare agencies, organizations, business and industry, etc.

Agency, institution or organization with the resource	Kind (s) of assistance available	Condition for service	Contact person: Address and Telephone number
1.			
2.			
3.			
4.			

Provides teachers—indicate number	
Provides funds—amount	
Provides materials (specify)	
Provides facilities (describe)	
Provides other services (specify)	
Provides volunteers/tutors (number)	
Acts as source of recruitment	
Provides publicity	
Provides staff training	
Local education agencies (schools, ABE programs, etc.)	
Federal programs (specify)	
Public Library	
Community agency or organization (specify)	
Local business/industry	
Labor organization	
Local media (newspapers, TV, radio—specify)	
College or university	
State agencies or programs	

STEP FOUR:
PROBLEM ANALYSIS

Upon completion of the discrepancy analysis, possible causes of the discrepancy between the ideal and current status should be determined. This is a significant step in eradicating the problem. Be sure to:

enumerate all areas related to a problem

identify the specific constraints or difficulties in each related area which may be contributing to the problem.

Sample
Problem Analysis Worksheet—Causes

Directions: 1. State the problem.
2. List all areas related to the problem.
3. Identify the specific constraints for each related area which may be contributing to the problem.

Problem: *50% of students are reading two or more grades below expectancy.*

Related Areas: Curriculum, Students, Staff, Materials, Facility, Administration, Organization for Instruction, Community

Related Areas	Possible Causes (Constraints)
Curriculum	a. Haphazard; not organized b. No articulation between grade levels
Students	a. Survey indicates negative attitude toward reading in a majority of students.
Staff	a. Limited preservice training in reading b. No planned inservice in reading
Materials	a. Lack of individualized learning materials
Facility	a. The new building poses no problems
Administration	a. District administrators and Board of Education view reading as a priority
Organization for Instruction	a. Heavy class load allows little preparation time
Community	a. Limited involvement of the community in school activities.

STEP FIVE:
GENERATION OF ALTERNATIVES

After the possible causes of problems have been identified, the Task Force should have a "brainstorming" session to suggest alternative solutions to identified problems. "Brainstorming" is an attempt to generate a large number of ideas in an open and free environment. No suggestion is rejected. All possibilities are considered. Hopefully the use of this technique will stimulate creativity and the free expression and exchange of ideas.

At this point the Task Force might develop general plans to implement a selected number of suggested alternatives. Previously identified need statements could be translated into a goal statement. Suggested solutions to problems could become objectives to reach the stated goal. A preliminary list of activities for each objective might also be generated.

STEP SIX:
PRIORITIZE AND COST OUT EACH OBJECTIVE

Because it is unlikely that a local Right to Read effort would be able to undertake all program alternatives before it, all available options should be prioritized. The criteria for prioritizing options should be 1) feasibility, which is the likelihood of manageability or utilization and 2) budget, or the cost involved in implementation. A knowledge of available community resources would be very helpful at this time, because tapping existing resources could increase a program's feasibility and decrease its cost.

A worksheet has been provided on page E37 to assist in rating the feasibility of six program components. Space is allotted for the inclusion of additional components.

When utilizing the chart be sure to identify the resource or reason which makes each component feasible or nonfeasible.

Definition of Terms:

Community Receptivity — Will the community be supportive of a program of this nature? For example, the establishment of a preschool program by the school district might not be feasible in an area which strongly regards early childhood education as the responsibility of the home.

Administration Receptivity — Will the administration be supportive of a program of this nature? A program which directly contradicts the policy of the Board of Education would not be feasible.

Staffing — Does the program make reasonable demands on staff time? Will substantial members of new staff be required to implement the program?

Materials — Can the materials necessary be borrowed from other sources or developed locally? If materials must be purchased, is it likely that funds can be acquired for that purpose, possibly through a state or federal grant?

Facilities — Can space be found in existing facilities to house the program? Remember to consider all possible sites within a community and not just the school buildings.

Program Organization — Is it likely, given existing resources and support, that this program will function smoothly and efficiently? Will clerical help be provided if necessary? Has a formal structure of authority been established through which activities would be arranged, defined and coordinated?

On the following page you will find a worksheet you can use to help determine the feasibility of alternative program strategies.

Feasibility Worksheet
Alternative: Establish a Preschool Program

F=Feasible
NF=Not Feasible

Component	Feasibility	Resource or Reason
Community Receptivity	F NF	Parent attitudes toward preschool education are very positive as revealed in the Right to Read Survey
Administration Receptivity	F NF	Preschool education is a priority of the Board of Education
Staffing	F NF	Tight monies may cause staffing problems. Funding sources outside the district must be sought. Community resources and state and federal grants might provide some help.
Materials	F NF	Can be developed with volunteer resources
Facilities	F NF	Space presents no problem
Program Organization	F NF	The district is willing to undertake organizational responsibilities.

Cost Analysis For Proposed Program

The purpose of this chart is to focus consideration on personnel and materials in addition to available resources which may be needed to carry out the alternatives suggested for the program. By completing this chart, you will be able to estimate the personnel and other costs for each alternative selected. Attention is directed to two areas: 1) instructional personnel needed to implement action for achieving each alternative and 2) costs of additional staff time, materials, and supplies necessary. Changes may involve reallocation of existing resources. No additional funds may be required.

Do you have a sufficient number of staff members to do the job? For each alternative you will need to answer this question for both professional and support staff. Will you need additional work days for staff inservice and curriculum planning? Your personnel office should be able to help you estimate these costs. Do you have the professional books you need and other materials for staff development? Will you need consultative services? If you will, make an estimate of what you will need and the cost.

Your totals will help you determine whether each alternative is realistic at the present time as you consider its cost in relationship to resources available. The completed chart may help you justify requests for additional allocations for your program.

Cost Analysis Chart

Alternative:

Staffing

Can this alternative be implemented with existing staff? _____ yes _____ no

If no, how many additional professional personnel are needed?
Number of people _____
Estimated annual cost _____

If no, how many additional support personnel are needed?
Number of people _____
Estimated annual cost _____

How many volunteers are needed?
Number of people _____

Inservice Training

Should additional work days be set aside for inservice education and/or curriculum work? _____ yes _____ no

If yes, how many days are needed?
Number of days _____
Number of staff involved _____
Estimated cost _____

How much time is needed to plan and implement inservice programs for staff and volunteers?
Number of days _____
Estimated cost _____

Materials and Supplies

Are additional materials and supplies needed?
_____ yes _____ no

If yes, how much will they cost?
Estimated cost _____

Facilities

Are additional facilities needed?

_____ yes _____ no

If yes, how much will they cost?
Estimated annual cost _____

Other

Are other expenses anticipated?
_____ yes _____ no

If yes, itemize them below.

Total Costs

Transfer dollar amounts from the cost analysis sheets.

	Annual Costs	One-time Costs
STAFFING		
Professional		
Support		
INSERVICE TRAINING		
Staff inservice		
Planning and implementation		
MATERIALS AND SUPPLIES		
FACILITIES		
OTHER		
TOTAL COSTS		

STEP SEVEN: SELECTION OF POLICIES AND PROGRAMS

After needs and resources have been identified and alternative program strategies have been evaluated, the one or two top priorities can be selected by the Advisory Council. These priorities represent specific Right to Read programs or projects which will be undertaken during the next one to five years. Each year new programs might be added if necessary and possible. Existing projects can be continued, altered, expanded or disbanded.

STEP EIGHT: IMPLEMENTATION

If the Right to Read Advisory Council and its Task Forces have adhered to the generic planning model, they will have all of the background information needed to implement the programs selected as priorities. Because haphazard, uncoordinated implementation can negate all of the previous work that has been done, activities must be planned and carried out in a systematic way.

The components of an acomplishment plan are as follows:

Goal statement - Acknowledgement of a general desired end.

Objectives - Enumeration of more specific desired outcomes that lead ultimately to the accomplishment of the goal.

Activities - Steps that must be taken to complete program objectives. Detailed information for each activity should be available.

Here is an example of how a goal, an objective, and an activity statement might look:

Goal: The improvement of community literacy opportunities from the preschool through the adult level.

Objective: By _____, a parental education program for people in _____ community having preschool and primary grade children will be established.

Activites:

Determine the perceived needs of parents who want to help their children with reading.

Outline an instructional strategy using newsletters, group training sessions for parents, specially prepared games and materials, one-to-one work, etc.

Select locations for training sessions.

Choose resource people to help with the training.

Obtain the commitment of people willing to write parental education newsletters, newspaper articles and brochures.

Etc.

Format of an Implementation Plan

Below is a description of the items which should be included in an implementation plan. This is followed by a sample planning format.

Objective: A specific statement of a desired outcome

Activity: A step which must be taken to accomplish the objective

Completion date: A realistic date by which each activity should be completed

Person (s) responsible: An individual or group in charge of doing the activity

Staffing: The amount of time needed by paid staff to complete the activity. Volunteer time could also be itemized here.

Documentation: Products which result from completion of the activity

Constraints/Considerations: Obstacles or special considerations which should be kept in mind during the implementation of the activity

Sample Format
Program Implementation Plan

OBJECTIVE: By _____, a parental education program for people in _____ community having preschool and primary grade children will be established.

Activity	Completion Date	Person (s) Responsible	Staffing	Documentation	Constraints/ Considerations
Determine the perceived needs of parents who want to help their children with reading	Feb. 15	Local Right to Read director and Parental Education Task Force of the Advisory Council	10 hours paid staff 75 hours volunteer	Needs statement	
Outline an instructional strategy	March 15	"	4 hours paid staff 12 hours volunteer	Written instructional plan	
Select locations for training sessions	April 1	"	3 hours volunteer	List of locations	Adult education centers and the public library are available at no cost.
Choose resource people to help with the training	April 1	Local Right to Read director and Parental Education Task Force of the Advisory Council	1 hour paid staff 5 hours volunteer	List of resource people	Teachers and experienced parent volunteers can be used here
Implement training sessions	April 15-May 30	"	30 hours paid staff 10 hours volunteer	Agendas and evaluations	
Publish newsletter, brochures and newspaper articles	On-going	Local Right to Read director	45 hours volunteer	Printed materials disseminated	Money for printing must be obtained
Etc.					

STEP NINE: EVALUATION

Key Questions

1. What techniques can be used to determine if the desired product or ends have been met and if the process used was valid and efficient?
2. Is there provision for assessing staff, student, and community reaction to the program?
3. Based on the evaluation, what are the implications for program modification, expansion, continuation or discontinuation?
4. If changes appear to be necessary, what are the alternatives?
5. If this program is continued or adapted in another location, what should be done differently?

Evaluation is the last step in the generic planning process. But it is also the beginning of the second cycle through the system. Because program planning, implementation, evaluation and modification are on-going, they follow a circular rather than a linear structure. This process keeps educational programs viable and responsive to changes in the program and its environment.

The evaluation becomes the assessment step of the next planning and implementation process. It then makes a vital rather than a static contribution to program development.

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